

# GUIDANCE AND PLACEMENT SERVICES DIGEST

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This Digest is used to transmit information pertaining to the four program components of the Missouri Comprehensive Guidance Program: Curriculum; Individual Planning; Responsive Services; and System Support to professional school counselors, placement personnel, career and technical school counselors and administrators at all levels throughout the state.

## **ANNOUNCEMENTS:**

Bragg, Kyle, and I (John) would like to thank all of those of you who took the time to talk with us at the MSCA Fall Conference. It is always a pleasure to meet and talk with you about issues that you face in your efforts to implement the Missouri comprehensive Guidance Program so that your students are helped in achieving academic, career and personal/social success. Please feel free to contact us about matters pertaining to Comprehensive Guidance Programs in Missouri.

## **PROGRAM COMPONENTS:**

**(From time to time, resources that are brought to our attention through ASCA listservs or other means that could be used as part of a guidance program will be listed here. The readers are encouraged to investigate the resources and decide whether or not they are appropriate for their programs. Listing of these resources does not constitute endorsement by either our section or DESE.)**

### **{CURRICULUM}**

#### **CURRICULUM NOW AVAILABLE!!!**

As announced at the just concluded Missouri School Counselor Association (MSCA) Fall Conference, the Missouri Comprehensive Guidance Program Curriculum lessons that reflect the newly revised Standards and Grade Level Expectations are now available on the Missouri Center for Career Education (MCCE) website at

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>

### **{INDIVIDUAL PLANNING}**

#### **A. SOMETHING TO SHARE WITH YOUR STUDENTS.**

##### **NEW NCES REPORT! - Economic Outcomes of High School Completers and Noncompleters 8 Years Later**

This report uses data from the National Education Longitudinal Study of 1988 (NELS: 88) to compare the economic outcomes of high school completers at three different points in time with the outcomes of individuals who did not complete high school. Differences by sex and the type of credential earned are also examined. The findings suggest that individuals who completed high school within 6 years generally had more favorable economic outcomes than their counterparts who completed high school later or not at all. However, differences in economic outcomes were most prominent between males and females even after controlling for the timing and type of high school credential earned. To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007019>

### **{RESPONSIVE SERVICES}**

#### **REGIONAL RESOURCE CENTERS AVAILABLE**

Missouri has again expanded its suicide prevention efforts by awarding contracts – on behalf of the Department of Mental Health – to seven agencies that will serve as Regional Resource Centers to provide suicide prevention services across the state. The Resource Centers will engage community partners to develop and implement local strategies, provide public education and training, offer support for survivors, and promote proven practices to help with preventing suicide within their designated service areas. To obtain more information about these centers, go to:

<http://www.dmh.missouri.gov/cps/issues/suicide/ResourceCenters.htm>

### **{SYSTEM SUPPORT}**

#### **A. RESULTS BASED EVALUATION PROJECTS WANTED!**

DESE, through the Guidance Digest, would like to highlight counselors who have conducted results based evaluation projects. If you have done a project and would like to write up a brief summary of the project, you can then submit it to John Robbins at [john.robbsins@dese.mo.gov](mailto:john.robbsins@dese.mo.gov).

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5<sup>th</sup> Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4581.

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Be sure to include the issue with which you are dealing, a brief description of the intervention, the results, and implications, and, if you are willing, contact information so that counselors who have the same issues and want to replicate the intervention can contact you.

This is the beginning of some exciting times as we begin to share on a state-wide basis the good things that are occurring in comprehensive school counseling programs.

## **B. SOMETHING TO THINK ABOUT AND SHARE WITH YOUR STAFF:**

### **Taken from PERFORMANCE LEARNING PLUS (OCTOBER 6, 2006 #56)**

#### **“Social and Emotional Life Skills**

When teachers are asked: "What do you teach?" the majority just respond with the subject or grade level that we teach: math, history, English, fourth grade, freshmen, and so on. These responses undermine the huge responsibility each one of us has as an educator. While we are each formally educated in how to teach our specialty or subject areas, there is a much bigger area that we are responsible for each time students walk into our classroom: Life Skills.

It is our job to develop our students' Social and Emotional Life Skills so they learn to live and work well with others in a harmonious way, whether in school or on the job. This social and emotional learning prepares students for Life Skills that include resolving conflict, networking, communicating, cooperating, concentrating, working with others, and listening. Next time someone asks you: "What do you teach?", you can answer them honestly with some version of: "I teach students how to think, listen, learn, trust, communicate, love, and believe." *What other career path offers such rich opportunities?* “

## **C. SOMETHING TO SHARE WITH PARENTS**

To help guide parents through discussions with their children about feelings of Anxiety and Fear brought on by violent acts in Schools and Communities, the National Mental Health Association (NMHA) offers the following suggestions:

- **Encourage children to talk** about their concerns and to express their feelings. Some children may be hesitant to initiate such conversation, so you may want to prompt them by asking if they feel safe at school, in their neighborhood, or in public places. When talking with younger children remember to talk on their level. For example, they may not understand the term "violence" but can talk to you about being afraid or a classmate who is mean to them. Encourage them to express their feelings through talking, drawing or playing.
- **Validate the child's feelings**. Do not minimize a child's concerns. Let him/her know that serious acts of violence are not common, which is why incidents such as these shootings and the Sept. 11 terrorist attacks attract so much media attention.
- **Talk honestly about your own feelings regarding violence**. It is important for children to recognize they are not dealing with their fears alone. Don't be afraid to say "I don't know." Part of keeping discussion open is not being afraid to say you don't know how to answer a child's question. When such an occasion arises, explain to your child that these acts of violence are rare, and they cause feelings that even adults have trouble dealing with. Temper this by explaining that, even so, adults will always work very hard to keep children safe and secure.
- **Discuss the safety procedures** that are in place at your child's school, in your neighborhood, and in other public places. Arrange a presentation by McGruff the Crime Dog, a member of the local police force, or a neighborhood watch captain.
- **Create safety plans with your child**. Help identify which adults (a friendly secretary, trusted neighbor or security guard) your child can talk to if they should feel threatened. Also ensure that your child knows how to reach you (or another family member or friend) in case of crisis. Remind your child that they can talk to you anytime they feel threatened.
- **Recognize behavior that may indicate your child is concerned about their safety**. Younger children may react to violence by not wanting to attend school or go out in public. Behavior such as bed-wetting, thumb sucking, baby talk, or a fear of sleeping alone may intensify in some younger children, or reappear in children who had previously outgrown them. Teens and adolescents may minimize their concerns outwardly, but may become argumentative, withdrawn, or allow their school performance to decline.
- **Empower children to take action regarding their safety**. Encourage them to report specific incidents (such as bullying, threats or talk of suicide) and to develop problem solving and conflict resolution skills. Encourage older children to actively participate in student-run anti-violence programs.
- **Keep the dialogue going** and make safety a common topic in family discussions rather than just a response to an immediate crisis. Open dialogue will encourage children to share their concerns.
- **Seek help when necessary**. If you are worried about a child's reaction or have ongoing concerns about his/her behavior or emotions, contact your pediatrician or a mental health professional at school or at your community mental health center. Your

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local Mental Health Association or the National Mental Health Association's Information Center can direct you to resources in your community.

For more information, contact your local [Mental Health Association](#) or the National Mental Health Association at (800) 969-NMHA.

## **D. A SITE TO SHARE WITH ADMINISTRATORS CONCERNING SCHOOL EMERGENCY PLANNING.**

Schools are vulnerable to a variety of hazards, including accidents, kidnappings, natural disasters, shootings, and terrorism. Emergency planning is essential to prevent, prepare for, respond to, and recover from these incidents. School administrators are learning valuable lessons that, when shared, can improve school safety across the country. To capture these lessons, *Lessons Learned Information Sharing* is conducting research in the area of school emergency planning.

Original research will be continually highlighted on the page noted below along with after-action reports, documents, templates, plans, related links, recent news, upcoming conferences, and more. *LLIS.gov* has assembled these resources to help emergency planners, responders, and administrators work together to develop and maintain comprehensive school emergency plans. To access the Lessons Learned Information Sharing, (LLIS) website, go to:

[https://www.llis.dhs.gov/DynamicPage.cfm?pageTitle=SchoolEmergencyPlanning\\_external](https://www.llis.dhs.gov/DynamicPage.cfm?pageTitle=SchoolEmergencyPlanning_external)

## **CONFERENCES/ WORKSHOPS OF NOTE:**

**A. 2006 ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION (ACTE) CONVENTION AND CAREER TECH EXPO, Nov. 30 - Dec. 2, 2006 at Georgia World Congress Center, Atlanta, Georgia.** For information and registration information, go to <http://www.acteonline.org/convention/index.cfm>

**B. MISSOURI SCHOOL COUNSELOR ASSOCIATION (MSCA) SPRING CONFERENCE will be held on Friday March 2, 2007 at the Capitol Plaza Hotel in Jefferson City.** Trish Madsen of Kansas City will be introducing “STEP-UP” a female bullying prevention program. Much of what Ms. Madsen will address can also be utilized in situations with boys. For more information, call 1-800-763-MSCA(6722).

**C. PATHWAYS TO STUDENT SUCCESS CONFERENCE will be held March 4-6, 2007 at Tan Tar A.** Complete conference details will be available in December, 2006. Visit <http://dese.mo.gov/divteachqual/leadership/> for further information.